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La Salle

A QUARTERLY LA SALLE COLLEGE MAGAZINE

Special Issue:
**The Money
Behind
Our
Colleges**



Spring, 1964



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La Salle

A QUARTERLY LA SALLE COLLEGE MAGAZINE

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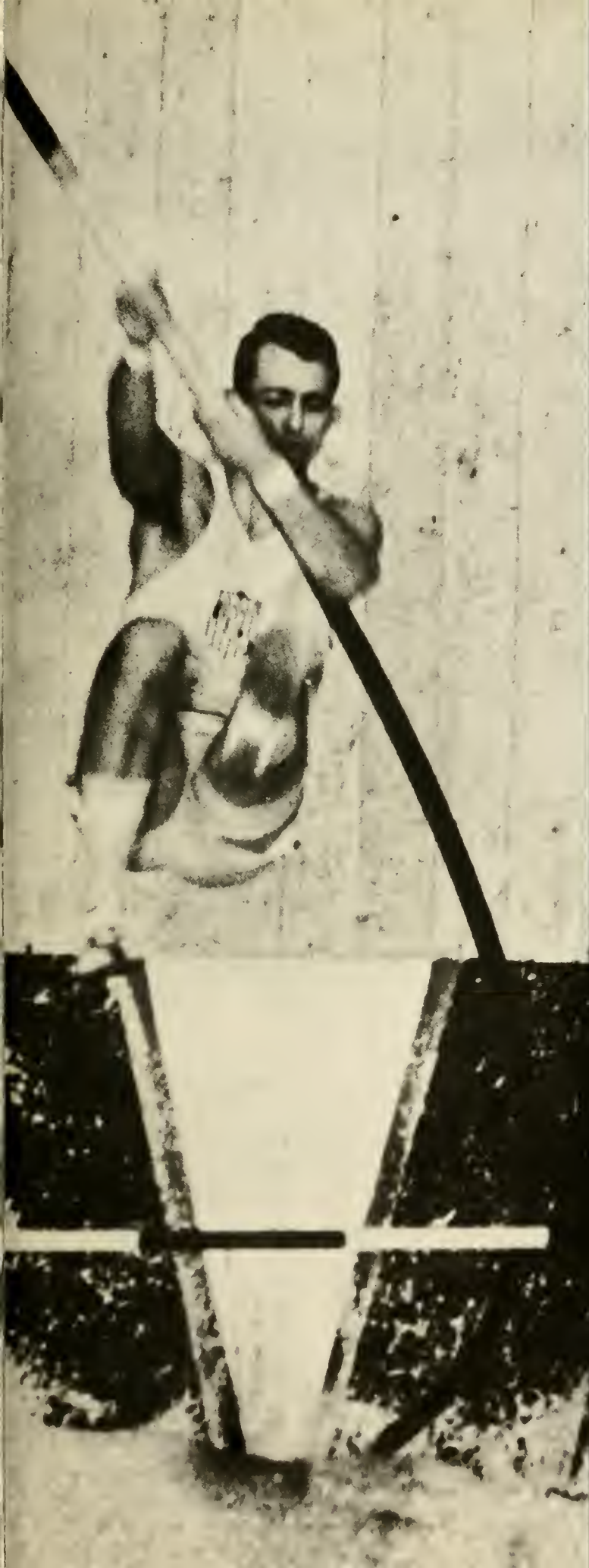
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NEILS LAURITZEN—MILWAUKEE JOURNAL



John Uelses:

around the world
on

16 feet

By ROBERT S. LYONS, JR., '61

JOHN UELSES is an extraordinary young man. Born in Berlin, Germany and reared in Miami, Florida, the 26 year-old La Salle junior has chased snakes in Africa; surf-boarded on a Pacific tidal wave; heard Khrushchev speak in Moscow, and journeyed some 500,000 miles through 30 countries, while establishing himself as one of the most colorful athletes in the colorful world of track and field.

continued

An historic feat, comparable to the first four minute mile, occurred in Madison Square Garden on February 2, 1962, when Uelses cleared the 16-foot 'barrier.'

"...but it's always nice to come home."

THE GOOD-LOOKING, articulate Uelses literally vaulted from obscurity to international fame after becoming the world's first 16 foot pole-vaulter on February 2, 1962—a feat that ranked with such "impossible" achievements as the first four minute mile and 60 foot shot put. He was a lance Corporal in the U.S. Marine Corps at the time, but enrolled at La Salle as a transfer student from the University of Alabama the following September.

Virtually a cinch to become Frank Wetzler's third Olympic athlete (Al Cantello and Ira Davis were the others), Uelses made a smashing debut in an Explorer uniform during the indoor season just completed. Despite numerous injuries, the 6'1", 172 lb. vaulter lost only twice in 11 meets and set a new American indoor record of 16'4½" in the Cleveland Knights of Columbus Games last March 21. He set five other meet records enroute to such coveted titles as the National AAU, IC4A, NCAA Eastern and U.S. Track Federation Championships.

Ironically, it was Cantello, the former Olympic javelin ace who is now assistant track coach at the U.S. Naval Academy, who introduced fellow Marine Uelses to Wetzler back in 1958 when John was still hovering around the 14 foot mark in the pole-vault. "Even when I first saw him I knew he had the potential to be a great one," says Wetzler. "And that was when the Braggs and Gutowski's were dominating the vaulters."

John had been a two sport athlete at Miami (Fla.) Senior High—a fullback in football and hurdler and vaulter in track. One of his grid teammates was Joe Caldwell, who was an All American quarterback at Army a few years ago. Uelses finally decided to concentrate on pole-vaulting because "It gave me the most trouble and was more of a challenge."

U ELSSES IMPROVED his height gradually, but it wasn't until the summer of 1961 that he started to go over 15 feet consistently. Six months later, he tied the world's record and set a new indoor mark of 15'10¼". After-

wards, as John puts it, "It was only a matter of time until I reached 16 feet."

The "time" finally arrived on February 2, 1962, exactly 20 years to the night after Cornelius (Dutch) Warmerdam captivated the same Millrose Games audience, in New York's Madison Square Garden, with the first 15 foot vault in indoor track history. This time, the SRO throng in the Garden groaned as Uelses narrowly missed his first two attempts. As John composed himself for the third try, his coach, Marine Lieutenant Aubrey Dooley, quietly whispered to people standing nearby the runway: "He's going to make 16 feet tonight. You watch!"

The fans watched, then suddenly exploded into one of the greatest ovations in the Garden's legendary history, as Uelses cleared the crossbar by six inches and tumbled into the sawdust with an official height of 16¼". However, it is doubtful if this mark would have been approved as a world record. An impatient photographer tipped over the crossbar before an official measurement could be taken. But John made it official a night later in Boston, and upped his record to 16¾". In March, he matched this height in the Santa Barbara Easter Relays to become the first ever to pass 16 feet outdoors. A new era in pole-vaulting had arrived.

"It gave me a tremendous sense of satisfaction to be the first," says Uelses. "But you have to realize that there's much more to life than just vaulting."

Nevertheless, the fiberglass pole plays a major roll in the life of John Uelses. It has carried him on two State-Department-sponsored tours of Europe, Russia, South Africa and Japan, to mention only a few of the many stops on the international good-will circuit. It has made overnight hops to Los Angeles, Milwaukee and London routine with him. It has also modified John's perspective on travel.

"Now that I'm in school I like to do as little traveling as possible," he says. "I enjoy it for the most part, but it's always nice to come home. It wasn't so nice in the Marines, though," he chuckled.

continued



16

1 1/4

WANAM

Uelses has been to Russia twice and is the only man ever to clear 16 feet there. "It's a most unique country," he says. "Although they treated us to the best of their ability, life in Russia looks like a country without sunshine. I'll never forget the sight of mothers feeding their children sour milk in a Moscow railroad station and then seeing Khrushchev on TV the next day promising the Russian people that they would be up to our standards of living within ten years."

JOHN'S greatest thrill occurred on his first State Department trip to Europe in 1961, the day he returned to Berlin for a meet. It was his first visit to Germany since coming to America with his brother, Fred (now a sophomore at La Salle and a promising miler on the track team) almost 20 years ago. "It was quite a thrill to see my mother, brother and sister for the first time in years," he remembers. "Suddenly your past becomes very real again."

What makes a successful pole-vaulter? "Concentration, coordination and timing are the chief elements," explains Uelses, who refuses to let such injuries as sprained ankles, muscle pulls and broken bones bother him. "You can't stop and worry about injuries. Just take them in stride or they could develop into a real mental block."

To Wetzler, however, there's much more to vaulting than just ability, timing and concentration. And no one has better physical and mental qualifications for vaulting excellence than Uelses, according to the veteran Explorer coach.

"Uelses is undoubtedly one of the toughest competitors I've ever handled," says Wetzler. "Besides his tremendous natural ability, John has that all-important desire to be a champion in anything he does. During the U.S. Track Federation Meet in Milwaukee, for example, he broke the pole and hurt his chest, but that didn't stop him from going all out and winning the title."

"Another thing. Many people don't realize the tremendous physical strain in vaulting. Most of the time (indoors), Uelses is vaulting late at night when everyone is more tired. By the time he's ready to go for a top height, he's already been competing for 4½ or five hours. It's not easy."

Uelses' immediate goal is to make the U.S. Olympic team with fellow Explorer Davis, who is currently ranked as America's second best in the hop-step and jump. He expects 17 footer John Pennel and Ron Morris to give him the most trouble, but observers generally concede that John will be competing in Tokyo in September. "Sure I'm looking forward to making the Olympics," he chuckles. "I'm already studying a Japanese handbook."

Uelses has had some interesting duals with Pennel, whose best height is 17'¾". The two split in a pair of meets this past indoor season, but injuries to Pennel post-

Russia: land without sunshine

poned a continuation of perhaps the greatest head-to-head combat in recent track history. Uelses set a meet record of 16'1½" to defeat Pennel in the Massachusetts K. of C. Meet, January 11, but lost the following week in the Los Angeles Invitational when Pennel hit 16'4¼" for a new American indoor mark. Uelses broke it by a half-inch in Cleveland.

The Olympic tryout semifinals in men's track and field will be held July 3-4, in Downing Stadium, New York City. The finals are slated for the Los Angeles Memorial Coliseum, September 12-13. Meanwhile, Uelses will be joining his La Salle teammates in their battle for their first Middle Atlantic Conference Championship since 1960. For the second straight year, the University Division title event will be held at McCarthy Stadium, May 8-9. Other choice home offerings include the dual meet with arch-rival St. Joseph's (May 12) and the second annual Philadelphia Metropolitan Meet, May 23. One of his opponents in the latter event will be Villanova's highly-regarded vaulter Rolando Cruz, a frequent Uelses victim this past winter.

Now that the controversy over the validity of fiberglass poles has subsided, experts are trying to figure out just how high a man can ultimately vault. Sixteen feet is no longer a novelty, as evinced by the fact that such a height was bettered almost 60 times outdoors alone, last year. "I felt like I opened the door and then got trampled to death in the rush," quips Uelses, who says it's impossible to estimate just how high man may possibly vault.

WETZLER agrees that it's impossible to tell. "I do know this," he says. "Sixteen feet is routine with John now, and he hasn't even begun to reach his peak. By the end of the Spring, he should be doing 16'6 and 16'7 consistently—probably higher."

Unfortunately, the man who would be giving Pennel and Uelses the most trouble this Spring will not be competing. Brian Sternberg, at one time the world's best pole-vaulter, has been paralyzed ever since last July 2 when he suffered a freak accident on a trampoline. "A person doesn't realize just how lucky he is until he sees someone like Brian," says Uelses, who presented Sternberg with a duplicate gold medal, as a token of sympathy from the Russians, after winning the pole-vault in last summer's Moscow meet. "You don't appreciate life until it's too late."

Amid the confusion of airplane trips ("By now I know the answer to every possible question the pilot can ask me when I try to get my poles on the plane"), invitational meets and Olympic tryouts, Uelses is steadfastly sticking to his main objective. "I just want to get a good, well-rounded education," he says. An Economics major who has adopted Philadelphia as his home town, Uelses appears headed for a bright future. Even *he* doesn't realize how high he can go in this world. ■ ■

The Money Behind Our College



Can the independent college survive in this day of publicly-supported colleges and universities? Yes—but not through tuition alone. This financial report on La Salle College, prepared by Dr. Joseph J. Sprissler, Vice President for Business Affairs, presents a vivid contrast to the bleak portents in "The Money Behind Our Colleges," a special supplement appearing in this issue.

THE STORY of the dramatic expansion and development of La Salle College has been told many times in many places. However, this is the very first time in the entire history of the College that the story is being told in signs, symbols, percentages, and dollars and cents. The purpose? So that you, alumni and friends, may have full knowledge of the **MONEY BEHIND OUR COLLEGE** and so that you may determine whether the projections turn out to have been sound or unrealistic.

La Salle College, like many institutions of higher education in the United States who by the laws of the land have been denied the privilege of public funds, depends upon student fees as its major source of income. Therefore, the total sum of student fees plus public funds, as received by a large number of colleges and universities, must be matched almost dollar for dollar.

To remain in the field and to continue to offer a high

quality of instruction, it is necessary to maintain this balance, for most other functions are equal. This is accomplished in one of three ways or through a combination of any of the three. 1) Through a continuing increase in tuition; 2) Through a continuing increase in student numbers; 3) Through the assistance of the alumni, friends, business organizations, and foundations.

La Salle has maintained this balance of dollars, through the utilization of (1) and (2) above. Perhaps more through increasing enrollment than through tuition increases. While the total enrollment has increased 161% over 1953, tuition has been increased only 82% for day programs and 100% for evening programs. It might be well to note that tuition has been increased to an average of \$942.00 for day programs and to \$23.00 per credit hour for evening programs for the academic year of 1963-64.

While La Salle continues to exert every effort to keep tuition, fees and room and board charges as low as possible, it is obviously inevitable that further increases must be a part of the financial projection that contemplates a less rapid increase in enrollment, a lower teacher-student ratio, increased salaries and staff benefits, and an additional \$10 million physical plant expansion.

So that you may further grasp the magnitude of the differences over the past decade, the operating figures for both 1953 and 1963 have been presented on page ten of

continued

this report. You will note that during the past ten years:

- The general operating budget has increased 292%
- As the result of increased enrollment and increased tuition charges, total tuition income has increased 274%
- General administrative expense has increased 178%
- Student services, staff benefits, and general institutional expense has increased a phenomenal 1548%
- Instructional cost has increased 185%
- Expenditures for Library operation have increased 309%
- Operation and maintenance of physical plant has increased 170%

La Salle's ability to attract and hold the finest possible instructional staff is a matter of paramount concern in determining the proper extent of future growth.

The greatest effort, in fact, should logically be here, for it has often been remarked that a good faculty, a community of real scholar-teachers, will draw good students and produce better ones. The vitality of the faculty, the substance and inspiration of its teaching, the distinction of its professional activity, its devotion and loyalty—these are the assets which teachers bring to the College and for which policy and procedure must continue to expand, so that they will grow and flourish.

The College must continually re-study and adjust its salary scale to meet rising costs of living so that faculty members may be able to maintain themselves and their families on their basic teaching salary.

In the financial projections relating to faculty members and quality, the College must continue to study and adjust fringe benefits, continue a reasonable policy regarding sabbaticals, expand opportunities for research grants, and maintain an acceptable student-faculty ratio, so that La Salle's faculty will continue to grow in distinction and have at their disposal the time and the means to pursue

ENROLLMENT

	Day	Evening	Summer	Total
1953	1259	1061	—	2320
1963	2810	2270	980	6060

TUITION CHARGE

	1953	1963
Day	\$450.00	\$817.00A
Evening	10.00B	20.00B
Summer	—	25.00B

A. Average. B. Per credit hour.

TUITION—PERCENT OF TOTAL INCOME

	U.S. Colleges & Universities	La Salle College
Student Fees	20.7%	65.8%
Local Government	2.6	—
State Government	22.9	—
Federal Government	18.9	—
Percent of total current income.....	65.1%	65.8%

ILLUSTRATIONS—JOSEPH ROSSI

FACULTY SALARIES—(Exclusive of Fringe Benefits)

	MINIMUM	MAXIMUM
PROFESSOR	1952-53	\$5,400 \$6,300
	1963-64	\$9,300 \$12,300*
ASSOCIATE-PROFESSOR	1952-53	\$4,500 \$5,800
	1963-64	\$7,700 \$10,300
ASSISTANT-PROFESSOR	1952-53	\$3,600 \$5,300
	1963-64	\$6,400 \$7,600
INSTRUCTOR	1952-53	\$3,200 \$4,800
	1963-64	\$5,400 \$6,600

*Includes Department Chairman's Compensation.

further study, to engage in research, and to increase their production of scholarly publications.

It is of interest to note that the instructional staff has increased 110% while the dollar salaries applicable thereto have increased 284% (from \$326,532.00 in 1953 to \$1,253,650.00 in 1963), and that while the total number of employees has increased 178%, the total salaries and wages has increased 378% (from \$440,639.00 in 1953 to \$2,107,629.00 in 1963). In 1953, salaries and wages represented 39% of the total operating budget, while in 1963 total salaries and wages represented almost 50% of the total operating budget.

The 1963-64 salary figures are presented so that you may be acquainted with the present. Besides the advances in salaries, many of the instructional staff have an opportunity to augment their basic salary, without becoming engaged in a field other than teaching, by teaching in the evening and summer programs. In most cases, participation in these activities could result in an additional annual compensation of from \$2,000—\$3,000 for an additional three-four hours of teaching per week.

The College has made every effort to keep abreast of customary fringe benefits. Currently, these benefits include Life Insurance (averaging \$33,000); retirement annuities, for which the College pays one-half of the cost; Social Security retirement benefits; hospitalization insurance, and remission of tuition for sons of faculty. Presently, the College is contemplating a reciprocal plan with other Catholic institutions, whereby provision will be made for both sons and daughters.

In addition to the above fringe benefits, which currently amount to more than \$110,000 per year, sabbatical and advance study leaves with full compensation, one-half to one-third of the cost of academic dress, and full courtesies to College activities. Through the generosity of its alumni, friends, and business acquaintances, the College hopes to continue to improve both salaries and fringe benefits throughout the decade which has just begun.

text continued on page 28

FACULTY AND ADMINISTRATION

FACULTY—

	1953	1963
Brothers	28	27
Priests	3	28
Laymen	96	212
	127	267

ADMINISTRATION—

Brothers	6	8
Laymen	5	18
	11	26

ADMINISTRATIVE STAFF &

OTHER EMPLOYEES	68	280
Total	206	573

INDEPENDENT AUDITOR'S REPORT

Dear Brother Daniel Bernian:

We have made an examination of the balance sheet of La Salle College in the City of Philadelphia as of June 30, 1963 and the related statements of income and accumulated funds for the fiscal year then ended, and have reviewed the accounting procedures of the College and the system of internal control. Our examination was made in accordance with generally accepted auditing standards and accordingly included such tests of the accounting records and such other

November 13, 1963

auditing procedures as we considered applicable in the circumstances. In our opinion, the annexed balance sheet and the related statements of income and expenses and accumulated funds present fairly the financial position of La Salle College in the City of Philadelphia at June 30, 1963 and the results of its operations for the fiscal year in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

ROBERT A. O'CONNELL & CO.
Certified Public Accountants

BALANCE SHEET

La Salle College

JUNE 30, 1963 AND 1953

ASSETS	1962-63	1952-53
CURRENT FUNDS:		
General:		
Cash	\$ 435,236.48	\$ 218,399.57
Accounts Receivable	21,993.19	24,159.12
Inventories	117,362.16	15,258.79
Deferred Charges	84,663.25	6,603.10
Due from Student Loan Funds	63,840.72	—
Due from Agency Funds	39,944.14	—
Total General	763,039.94	264,420.58
Restricted:		
Cash	11,010.00	—
Investments	6,000.00	—
Total Restricted	17,010.00	—
Total Current Funds	780,049.94	264,420.58
STUDENT LOAN FUNDS:		
Cash	5,837.06	—
Notes Receivable	564,926.11	—
Total Student Loan Funds	570,763.17	—
FUNDS FUNCTIONING AS ENDOWMENT:		
Savings Accounts	970,632.32	—
Bonds, Stocks, and Mortgages	725,712.68	—
Due from Other Funds	4,845.72	—
Total Funds Functioning as Endowment	1,701,190.72	—
PLANT FUNDS:		
Cash and Short Term Investments		
on Deposit with Trustee	315,600.17	—
Grounds and Buildings	13,199,388.27	3,292,194.24
Improvements Other than Buildings	159,170.27	—
Apparatus, Furniture, and Libraries	1,611,599.57	445,369.34
Total Plant Funds	15,285,758.28	3,737,563.58
AGENCY FUNDS:		
Cash	17,962.25	—
Due from Employees and Others	36,806.86	—
Due from Current Funds	74,876.57	—
Total Agency Funds	129,645.68	—
Total Assets	\$18,467,407.79	\$4,001,984.16

Financial Report 1953 - 1963

LIABILITIES	1962-63	1952-53
CURRENT FUNDS:		
General:		
Accounts Payable	\$ 39,188.08	\$ 27,360.53
Salaries, Interest and Other Accruals	124,706.03	27,055.84
Deferred Income	113,759.92	8,889.47
Due to Agency Funds	74,876.57	—
General Fund: Appropriated for Contingencies..	12,779.01	—
Unappropriated	397,730.33	201,114.74
Total General	763,039.94	264,420.58
Restricted:		
Restricted Funds		
Principal	17,010.00	—
Total Restricted	17,010.00	—
Total Current Funds	780,049.94	264,420.58
STUDENT LOAN FUNDS:		
Capital Contribution—U. S. Government	506,922.45	—
Capital Contribution—La Salle College	63,840.72	—
Total Student Loan Funds	570,763.17	—
FUNDS FUNCTIONING AS ENDOWMENT:		
Principal of Funds Functioning as Endowment:		
Restricted	375,000.00	—
Unrestricted	1,326,190.72	—
Total Funds Functioning as Endowment	1,701,190.72	—
PLANT FUNDS:		
Revenue Bonds Payable—Dormitories	1,226,000.00	400,000.00
Revenue Bonds Payable—College Union	1,540,000.00	—
Mortgage and Other Loans Payable.....	4,349,370.85	280,000.00
Net Investment in Plant	8,170,387.43	3,057,563.58
Total Plant Funds	15,285,758.28	3,737,563.58
AGENCY FUNDS:		
Agency Funds Principal	129,645.68	—
Total Agency Funds	129,645.68	—
Total Liabilities and Funds Principal	\$18,467,407.79	\$4,001,984.16

La Salle College

STATEMENT OF CURRENT INCOME, EXPENSE, AND APPROPRIATIONS

For the years ended June 30, 1963 and 1953

	Year Ended June 30, 1963	Year Ended June 30, 1953
CURRENT INCOME:		
Educational and General:		
Student Fees	\$2,921,334	\$ 780,363
Gifts and Grants:		
Christian Brothers	157,900	83,215
Alumni, Foundations and Others	201,441	28,302
Endowment Income	63,543	—
Organized Activities Related to		
Educational Departments	75,831	28,856
Administrative and Other Sources	83,067	38,580
Total Educational and General	3,503,116	959,316
Student Aid	28,678	—
Residence Halls, Dining Halls, Campus Store, and College Union	907,551	173,405
Total Current Income	4,439,345	1,132,721
CURRENT EXPENSE AND APPROPRIATIONS:		
Educational and General:		
General Administration	228,589	82,327
Student Services and		
General Institutional Expense	383,848	23,289
Instruction	1,333,060	468,173
Libraries	116,912	28,587
Operation and Maintenance of Physical Plant	328,449	121,442
Organized Activities Related to		
Educational Departments	133,763	82,014
Total Educational and General	2,524,621	805,832
Residence Halls, Dining Halls, Campus Store, and College Union	901,791	166,870
Student Aid	251,939	79,964
To Funds Functioning as Endowments	202,872	—
Interest and Principal on Long Term Debts	327,454	70,000
Buildings, Major Improvements, and		
General Plant Equipment	211,465	69,671
Addition to Unappropriated Current Funds	19,203	(59,617)
Total Current Expense and Appropriations	\$4,439,345	\$1,132,720



The Money Behind Our Colleges

ARE AMERICA'S colleges and universities in good financial health—or bad?

Are they pricing themselves out of many students' reach? Or can—and should—students and their parents carry a greater share of the cost of higher education?


Can state and local governments appropriate more money for higher education? Or is there a danger that taxpayers may “revolt”?

Does the federal government—now the third-largest provider of funds to higher education—pose a threat to the freedom of our colleges and universities? Or is the “threat” groundless, and should higher education seek even greater federal support?

Can private donors—business corporations, religious denominations, foundations, alumni, and alumnae—increase their gifts to colleges and universities as greatly as some authorities say is necessary? Or has private philanthropy gone about as far as it can go?

There is no set of “right” answers to such questions. College and university financing is complicated, confusing, and often controversial, and even the administrators of the nation's institutions of higher learning are not of one mind as to what the best answers are.

One thing is certain: financing higher education is not a subject for “insiders,” alone. Everybody has a stake in it.



Where U.S. colleges and universities get their income

THESE DAYS, most of America's colleges and universities manage to make ends meet. Some do not: occasionally, a college shuts its doors, or changes its character, because in the jungle of educational financing it has lost the fiscal fitness to survive. Certain others, qualified observers suspect, hang onto life precariously, sometimes sacrificing educational quality to conserve their meager resources. But most U.S. colleges and universities survive, and many do so with some distinction. On the surface, at least, they appear to be enjoying their best financial health in history.

The voice of the bulldozer is heard in our land, as new buildings go up at a record rate. Faculty salaries in most institutions—at critically low levels not long ago—are, if still a long distance from the high-tax brackets, substantially better than they used to be. Appropriations of state funds for higher education are at an all-time high. The federal government is pouring money into the campuses at an unprecedented rate. Private gifts and grants were never more numerous. More students than ever before, paying higher fees than ever before, crowd the classrooms.

How real is this apparent prosperity? Are there danger signals? One purpose of this report is to help readers find out.

HOW DO colleges and universities get the money they run on? By employing a variety of financing processes and philosophies. By conducting, says one participant, the world's busiest patchwork quilting-bee.

U.S. higher education's balance sheets—the latest of which shows the country's colleges and universities receiving more than \$7.3 billion in current-fund income—have been known to baffle even those men and women who are at home in the depths of a corporate financial statement. Perusing them, one learns that even the basic terms have lost their old, familiar meanings.

“Private” institutions of higher education, for example, receive enormous sums of “public” money—including more federal research funds than go to all so-called “public” colleges and universities.

And “public” institutions of higher education own some of the largest “private” endowments. (The endowment of the University of Texas, for instance, has a higher book value than Yale's.)

When the English language fails him so completely, can higher education's balance-sheet reader be blamed for his bafflement?

IN A RECENT year, U.S. colleges and universities got their current-fund income in this fashion:

- 20.7% came from student tuition and fees.
- 18.9% came from the federal government.
- 22.9% came from state governments.
- 2.6% came from local governments.
- 6.4% came from private gifts and grants.

9.4% was other educational and general income, including income from endowments.

17.5% came from auxiliary enterprises, such as dormitories, cafeterias, and dining halls.

1.6% was student-aid income.

Such a breakdown, of course, does not match the income picture at any actual college or university. It includes institutions of many shapes, sizes, and financial policies. Some heat their classrooms and pay their professors largely with money collected from students. Others receive relatively little from this source. Some balance their budgets with large sums from governments. Others not only receive no such funds, but may actively spurn them. Some draw substantial interest from their endowments and receive gifts and grants from a variety of sources.

"There is something very reassuring about this assorted group of patrons of higher education," writes a college president. "They are all acknowledging the benefits they derive from a strong system of colleges and universities. Churches that get clergy, communities that get better citizens, businesses that get better employees—all share in the costs of the productive machinery, along with the student . . ."

In the campus-to-campus variations there is often a deep significance; an institution's method of financing may tell as much about its philosophies as do the most eloquent passages in its catalogue. In this sense, one should understand that *whether* a college or university receives enough income to survive is only part of the story. *How* and *where* it gets its money may have an equally profound effect upon its destiny.



PRIVATE INSTITUTIONS:
34.3% of their income
comes from student fees.

from Students 20.7 per cent

LAST FALL, some 4.4 million young Americans were enrolled in the nation's colleges and universities—2.7 million in public institutions, 1.7 million in private.

For most of them, the enrollment process included a stop at a cashier's office, to pay tuition and other educational fees.

How much they paid varied considerably from one campus to another. For those attending public institutions, according to a U.S. government survey, the median in 1962-63 was \$170 per year. For those attending private institutions, the median was \$690—four times as high.

There were such differences as these:

In public universities, the median charge was \$268.

In public liberal arts colleges, it was \$168.

In public teachers colleges, it was \$208.

In public junior colleges, it was \$113.

Such educational fees, which do not include charges for meals or dormi-



PUBLIC INSTITUTIONS:
10% of their income
comes from student fees.

Are tuition charges
becoming
too burdensome?

tory rooms, brought the nation's public institutions of higher education a total of \$415 million—one-tenth of their entire current-fund income.

By comparison:

In private universities, the median charge was \$1,038.

In private liberal arts colleges, it was \$751.

In private teachers colleges, it was \$575.

In private junior colleges, it was \$502.

In 1961-62, such student payments brought the private colleges and universities a total of \$1.1 billion—more than one-third of their entire current-fund income.

From all students, in all types of institution, America's colleges and universities thus collected a total of \$1.5 billion in tuition and other educational fees.

NO NATION puts more stock in maximum college attendance by its youth than does the United States," says an American report to an international committee. "Yet no nation expects those receiving higher education to pay a greater share of its cost."

The leaders of both private and public colleges and universities are worried by this paradox.

Private-institution leaders are worried because they have no desire to see their campuses closed to all but the sons and daughters of well-to-do families. But, in effect, this is what may happen if students must continue to be charged more than a third of the costs of providing higher education—costs that seem to be eternally on the rise. (Since one-third is the average for *all* private colleges and universities, the students' share of costs is lower in some private colleges and universities, considerably higher in others.)

Public-institution leaders are worried because, in the rise of tuition and other student fees, they see the eventual collapse of a cherished American dream: equal educational opportunity for all. Making students pay a greater part of the cost of public higher education is no mere theoretical threat; it is already taking place, on a broad scale. Last year, half of the state universities and land-grant institutions surveyed by the federal government reported that, in the previous 12 months, they had had to increase the tuition and fees charged to home-state students. More than half had raised their charges to students who came from other states.

CAN THE RISE in tuition rates be stopped—at either public or private colleges and universities?

A few vocal critics think it should not be; that tuition should, in fact, go up. Large numbers of students can afford considerably more than they are now paying, the critics say.

"Just look at the student parking lots. You and I are helping to pay for those kids' cars with our taxes," one campus visitor said last fall.

Asked an editorial in a Tulsa newspaper:



"Why should taxpayers, most of whom have not had the advantage of college education, continue to subsidize students in state-supported universities who have enrolled, generally, for the frank purpose of eventually earning more than the average citizen?"

An editor in Omaha had similar questions:

"Why shouldn't tuition cover more of the rising costs? And why shouldn't young people be willing to pay higher tuition fees, and if necessary borrow the money against their expected earnings? And why shouldn't tuition charges have a direct relationship to the prospective earning power—less in the case of the poorer-paid professions and more in the case of those which are most remunerative?"

Such questions, or arguments-in-the-form-of-questions, miss the main point of tax-supported higher education, its supporters say.

"The primary beneficiary of higher education is society," says a joint statement of the State Universities Association and the Association of State Universities and Land-Grant Colleges.

"The process of making students pay an increasing proportion of the costs of higher education will, if continued, be disastrous to American society and to American national strength.

"It is based on the theory that higher education benefits only the individual and that he should therefore pay immediately and directly for its cost—through borrowing if necessary. . . .

"This is a false theory. . . . It is true that great economic and other benefits do accrue to the individual, and it is the responsibility of the individual to help pay for the education of others on this account—through taxation and through voluntary support of colleges and universities, in accordance with the benefits received. But even from the narrowest of economic standpoints, a general responsibility rests on society to finance higher education. The businessman who has things to sell is a beneficiary, whether he attends college or not, whether his children do or not. . . ."

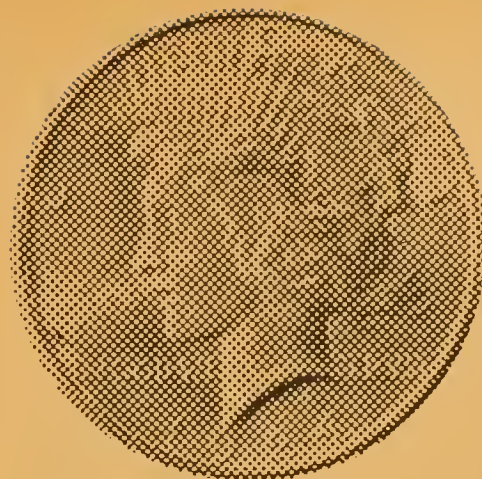
Says a university president: "I am worried, as are most educators, about the possibility that we will price ourselves out of the market."

For private colleges—already forced to charge for a large part of the cost of providing higher education—the problem is particularly acute. As costs continue to rise, where will private colleges get the income to meet them, if not from tuition?

After studying 100 projections of their budgets by private liberal arts colleges, Sidney G. Tickton, of the Fund for the Advancement of Education, flatly predicted:

"Tuition will be much higher ten years hence."

Already, Mr. Tickton pointed out, tuition at many private colleges is beyond the reach of large numbers of students, and scholarship aid isn't large enough to help. "Private colleges are beginning to realize that they haven't been taking many impecunious students in recent years. The figures show that they can be expected to take an even smaller proportion in the future.



**Or should students
carry a heavier
share of the costs?**

CONTINUED

TUITION continued



PRIVATE INSTITUTIONS:
1.4% of their income
comes from the states.

22.9 per cent from States



PUBLIC INSTITUTIONS:
39.7% of their income
comes from the states.

"The facts are indisputable. Private colleges may not like to admit this or think of themselves as educators of only the well-heeled, but the signs are that they aren't likely to be able to do very much about it in the decade ahead."

What is the outlook at public institutions? Members of the Association of State Colleges and Universities were recently asked to make some predictions on this point. The consensus:

They expect the tuition and fees charged to their home-state students to rise from a median of \$200 in 1962-63 to \$230, five years later. In the previous five years, the median tuition had increased from \$150 to \$200. Thus the rising-tuition trend would not be stopped, they felt—but it would be slowed.

THE ONLY alternative to higher tuition, whether at public or private institutions, is increased income from other sources—taxes, gifts, grants. If costs continue to increase, such income will have to increase not merely in proportion, but at a faster rate—if student charges are to be held at their present levels.

What are the prospects for these other sources of income? See the pages that follow.

COLLEGES and universities depend upon many sources for their financial support. But one source towers high above all the rest: the American taxpayer.

The taxpayer provides funds for higher education through all levels of government—federal, state, and local.

Together, in the most recent year reported, governments supplied 44.4 per cent of the current-fund income of all U.S. colleges and universities—a grand total of \$3.2 billion.

This was more than twice as much as all college and university students paid in tuition fees. It was nearly seven times the total of all private gifts and grants.

By far the largest sums for educational purposes came from state and local governments: \$1.9 billion, altogether. (Although the federal government's over-all expenditures on college and university campuses were large—nearly \$1.4 billion—all but \$262 million was earmarked for research.)

STATES HAVE HAD a financial interest in higher education since the nation's founding. (Even before independence, Harvard and other colonial colleges had received government support.) The first state university, the University of Georgia, was chartered in 1785. As settlers

moved west, each new state received two townships of land from the federal government, to support an institution of higher education.

But the true flourishing of publicly supported higher education came after the Civil War. State universities grew. Land-grant colleges were founded, fostered by the Morrill Act of 1862. Much later, local governments entered the picture on a large scale, particularly in the junior-college field.

Today, the U.S. system of publicly supported colleges and universities is, however one measures it, the world's greatest. It comprises 743 institutions (345 local, 386 state, 12 federal), compared with a total of 1,357 institutions that are privately controlled.

Enrollments in the public colleges and universities are awesome, and certain to become more so.

As recently as 1950, half of all college and university students attended private institutions. No longer—and probably never again. Last fall, the public colleges and universities enrolled 60 per cent—one million more students than did the private institutions. And, as more and more young Americans go to college in the years ahead, both the number and the proportion attending publicly controlled institutions will soar.

By 1970, according to one expert projection, there will be 7 million college and university students. Public institutions will enroll 67 per cent of them.

By 1980, there will be 10 million students. Public institutions will enroll 75 per cent of them.

THE FINANCIAL implications of such enrollments are enormous. Will state and local governments be able to cope with them?

In the latest year for which figures have been tabulated, the current-fund income of the nation's public colleges and universities was \$4.1 billion. Of this total, state and local governments supplied more than \$1.8 billion, or 44 per cent. To this must be added \$790 million in capital outlays for higher education, including \$613 million for new construction.

In the fast-moving world of public-college and university financing, such heady figures are already obsolete. At present, reports the Committee for Economic Development, expenditures for higher education are the fastest-growing item of state and local-government financing. Between 1962 and 1968, while expenditures for all state and local-government activities will increase by about 50 per cent, expenditures for higher education will increase 120 per cent. In 1962, such expenditures represented 9.5 per cent of state and local tax income; in 1968, they will take 12.3 per cent.

Professor M.M. Chambers, of the University of Michigan, has totted up each state's tax-fund appropriations to colleges and universities (see list, next page). He cautions readers not to leap to interstate comparisons; there are too many differences between the practices of the 50 states to make such an exercise valid. But the differences do not obscure



**Will state taxes
be sufficient to meet
the rocketing demand?**

CONTINUED

STATE FUNDS continued

State Tax Funds For Higher Education

	Fiscal 1963	Change from 1961	
Alabama.....	\$22,051,000	—\$346,000	— 1.5%
Alaska.....	3,301,000	+ 978,000	+42%
Arizona.....	20,422,000	+ 4,604,000	+29%
Arkansas.....	16,599,000	+ 3,048,000	+22.5%
California....	243,808,000	+48,496,000	+25%
Colorado.....	29,916,000	+ 6,634,000	+28.25%
Connecticut...	15,948,000	+ 2,868,000	+22%
Delaware.....	5,094,000	+ 1,360,000	+36.5%
Florida.....	46,043,000	+ 8,780,000	+23.5%
Georgia.....	32,162,000	+ 4,479,000	+21%
Hawaii.....	10,778,000	+ 3,404,000	+46%
Idaho.....	10,137,000	+ 1,337,000	+15.25%
Illinois.....	113,043,000	+24,903,000	+28.25%
Indiana.....	62,709,000	+12,546,000	+25%
Iowa.....	38,914,000	+ 4,684,000	+13.5%
Kansas.....	35,038,000	+ 7,099,000	+25.5%
Kentucky.....	29,573,000	+ 9,901,000	+50.25%
Louisiana....	46,760,000	+ 2,203,000	+ 5%
Maine.....	7,429,000	+ 1,830,000	+32.5%
Maryland.....	29,809,000	+ 3,721,000	+20.5%
Massachusetts.	16,503,000	+ 3,142,000	+23.5%
Michigan.....	104,082,000	+ 6,066,000	+ 6%
Minnesota....	44,058,000	+ 5,808,000	+15.25%
Mississippi...	17,500,000	+ 1,311,000	+ 8%
Missouri.....	33,253,000	+ 7,612,000	+29.5%

continued opposite

the fact that, between fiscal year 1961 and fiscal 1963, all states except Alabama and Montana increased their tax-fund appropriations to higher education. The average was a whopping 24.5 per cent.

Can states continue to increase appropriations? No one answer will serve from coast to coast.

Poor states will have a particularly difficult problem. The Southern Regional Education Board, in a recent report, told why:

"Generally, the states which have the greatest potential demand for higher education are the states which have the fewest resources to meet the demand. Rural states like Alabama, Arkansas, Mississippi, and South Carolina have large numbers of college-age young people and relatively small per-capita income levels." Such states, the report concluded, can achieve educational excellence only if they use a larger proportion of their resources than does the nation as a whole.

A leading Western educator summed up his state's problem as follows:

"Our largest age groups, right now, are old people and youngsters approaching college age. Both groups depend heavily upon the producing, taxpaying members of our economy. The elderly demand state-financed welfare; the young demand state-financed education.

"At present, however, the producing part of our economy is composed largely of 'depression babies'—a comparatively small group. For the next few years, their per-capita tax burden will be pretty heavy, and it may be hard to get them to accept any big increases."

But the alternatives to more tax money for public colleges and universities—higher tuition rates, the turning away of good students—may be even less acceptable to many taxpayers. Such is the hope of those who believe in low-cost, public higher education.

EVERY projection of future needs shows that state and local governments must increase their appropriations vastly, if the people's demands for higher education are to be met. The capacity of a government to make such increases, as a California study has pointed out, depends on three basic elements:

1) The size of the "stream of income" from which the support for higher education must be drawn;

2) The efficiency and effectiveness of the tax system; and

3) The will of the people to devote enough money to the purpose.

Of these elements, the third is the hardest to analyze, in economic terms. It may well be the most crucial.

Here is why:

In their need for increased state and local funds, colleges and universities will be in competition with growing needs for highways, urban renewal, and all the other services that citizens demand of their governments. How the available tax funds will be allocated will depend, in large measure, on how the people *rank* their demands, and how insistently they make the demands known.

"No one should know better than our alumni the importance of having society invest its money and faith in the education of its young people," Allan W. Ostar, director of the Office of Institutional Research, said recently. "Yet all too often we find alumni of state universities who are not willing to provide the same opportunity to future generations that they enjoyed. Our alumni should be leading the fight for adequate tax support of our public colleges and universities.

"If they don't, who will?"

TO SOME Americans, the growth of state-supported higher education, compared with that of the private colleges and universities, has been disturbing for other reasons than its effects upon the tax rate.

One cause of their concern is a fear that government dollars inevitably will be accompanied by a dangerous sort of government control. The fabric of higher education, they point out, is laced with controversy, new ideas, and challenges to all forms of the status quo. Faculty members, to be effective teachers and researchers, must be free of reprisal or fears of reprisal. Students must be encouraged to experiment, to question, to disagree.

The best safeguard, say those who have studied the question, is legal autonomy for state-supported higher education: independent boards of regents or trustees, positive protections against interference by state agencies, post-audits of accounts but no line-by-line political control over budget proposals—the latter being a device by which a legislature might be able to cut the salary of an "offensive" professor or stifle another's research. Several state constitutions already guarantee such autonomy to state universities. But in some other states, college and university administrators must be as adept at politicking as at educating, if their institutions are to thrive.

Another concern has been voiced by many citizens. What will be the effects upon the country's private colleges, they ask, if the public-higher-education establishment continues to expand at its present rate? With state-financed institutions handling more and more students—and, generally, charging far lower tuition fees than the private institutions can afford—how can the small private colleges hope to survive?

President Robert D. Calkins, of the Brookings Institution, has said:

"Thus far, no promising alternative to an increased reliance on public institutions and public support has appeared as a means of dealing with the expanding demand for education. The trend may be checked, but there is nothing in sight to reverse it. . . .

"Many weak private institutions may have to face a choice between insolvency, mediocrity, or qualifying as public institutions. But enlarged opportunities for many private and public institutions will exist, often through cooperation. . . . By pooling resources, all may be strengthened. . . . In view of the recent support the liberal arts colleges have elicited, the more enterprising ones, at least, have an undisputed role for future service."



	Fiscal 1963	Change from 1961	
Montana	\$11,161,000	—\$ 70,000	— 0.5%
Nebraska	17,078,000	+ 1,860,000	+12.25%
Nevada	5,299,000	+ 1,192,000	+29%
New Hampshire	4,733,000	+ 627,000	+15.25%
New Jersey . . .	34,079,000	+ 9,652,000	+39.5%
New Mexico . .	14,372,000	+ 3,133,000	+28%
New York	156,556,000	+67,051,000	+75%
North Carolina	36,532,000	+ 6,192,000	+20.5%
North Dakota .	10,386,000	+ 1,133,000	+12.25%
Ohio	55,620,000	+10,294,000	+22.5%
Oklahoma	30,020,000	+ 3,000,000	+11%
Oregon	33,423,000	+ 4,704,000	+16.25%
Pennsylvania . .	56,187,000	+12,715,000	+29.5%
Rhode Island . .	7,697,000	+ 2,426,000	+46%
South Carolina	15,440,000	+ 2,299,000	+17.5%
South Dakota . .	8,702,000	+ 574,000	+ 7%
Tennessee . . .	22,359,000	+ 5,336,000	+31.25%
Texas	83,282,000	+16,327,000	+24.5%
Utah	15,580,000	+ 2,441,000	+18.5%
Vermont	3,750,000	+ 351,000	+10.25%
Virginia	28,859,000	+ 5,672,000	+24.5%
Washington . . .	51,757,000	+ 9,749,000	+23.25%
West Virginia . .	20,743,000	+ 3,824,000	+22.5%
Wisconsin	44,670,000	+ 7,253,000	+19.5%
Wyoming	5,599,000	+ 864,000	+18.25%
TOTALS	\$1,808,825,000	+\$357,499,000	
WEIGHTED AVERAGE		+24.5%	

CONTINUED

18.9 per cent from Washington



PRIVATE INSTITUTIONS:
19.1% of their income
comes from Washington.



PUBLIC INSTITUTIONS:
18.6% of their income
comes from Washington.

I SEEM TO SPEND half my life on the jets between here and Washington," said an official of a private university on the West Coast, not long ago.

"We've decided to man a Washington office, full time," said the spokesman for a state university, a few miles away.

For one in 20 U.S. institutions of higher education, the federal government in recent years has become one of the biggest facts of financial life. For some it is *the* biggest. "The not-so-jolly long-green giant," one man calls it.

Washington is no newcomer to the campus scene. The difference, today, is one of scale. Currently the federal government spends between \$1 billion and \$2 billion a year at colleges and universities. So vast are the expenditures, and so diverse are the government channels through which they flow to the campuses, that a precise figure is impossible to come by. The U.S. Office of Education's latest estimate, covering fiscal 1962, is that Washington was the source of \$1.389 billion—or nearly 19 per cent—of higher education's total current-fund income.

"It may readily be seen," said Congresswoman Edith Green of Oregon, in a report last year to the House Committee on Education and Labor, "that the question is not *whether* there shall be federal aid to education."

Federal aid exists. It is big and is growing.

THE word *aid*, however, is misleading. Most of the federal government's expenditures in higher education—more than four and a half times as much as for all other purposes combined—are for research that the government needs. Thus, in a sense, the government is the purchaser of a commodity; the universities, like any other producer with whom the government does business, supply that commodity. The relationship is one of *quid pro quo*.

Congresswoman Green is quick to acknowledge this fact:

"What has not been . . . clear is the dependency of the federal government on the educational system. The government relies upon the universities to do those things which cannot be done by government personnel in government facilities.

"It turns to the universities to conduct basic research in the fields of agriculture, defense, medicine, public health, and the conquest of space, and even for managing and staffing of many governmental research laboratories.

"It relies on university faculty to judge the merits of proposed research.

"It turns to them for the management and direction of its foreign aid programs in underdeveloped areas of the world.

"It relies on them for training, in every conceivable field, of government personnel—both military and civilian."

THE FULL RANGE of federal-government relationships with U.S. higher education can only be suggested in the scope of this report. Here are some examples:

Land-grant colleges had their origins in the Morrill Land Grant College Act of 1862, when the federal government granted public lands to the states for the support of colleges "to teach such branches of learning as are related to agriculture and the mechanic arts," but not excluding science and classics. Today there are 68 such institutions. In fiscal 1962, the federal government distributed \$10.7 million in land-grant funds.

The armed forces operate officers training programs in the colleges and universities—their largest source of junior officers.

Student loans, under the National Defense Education Act, are the major form of federal assistance to undergraduate students. They are administered by 1,534 participating colleges and universities, which select recipients on the basis of need and collect the loan repayments. In fiscal 1962, more than 170,000 undergraduates and nearly 15,000 graduate students borrowed \$90 million in this way.

"The success of the federal loan program," says the president of a college for women, "is one of the most significant indexes of the important place the government has in financing private as well as public educational institutions. The women's colleges, by the way, used to scoff at the loan program. 'Who would marry a girl with a debt?' people asked. 'A girl's dowry shouldn't be a mortgage,' they said. But now more than 25 per cent of our girls have government loans, and they don't seem at all perturbed."

Fellowship grants to graduate students, mostly for advanced work in science or engineering, supported more than 35,000 persons in fiscal 1962. Cost to the government: nearly \$104 million. In addition, around 10,000 graduate students served as paid assistants on government-sponsored university research projects.

Dormitory loans through the college housing program of the Housing and Home Finance Agency have played a major role in enabling colleges and universities to build enough dormitories, dining halls, student unions, and health facilities for their burgeoning enrollments. Between 1951 and 1961, loans totaling more than \$1.5 billion were approved. Informed observers believe this program finances from 35 to 45 per cent of the total current construction of such facilities.

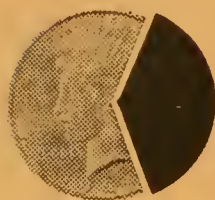
Grants for research facilities and equipment totaled \$98.5 million in fiscal 1962, the great bulk of which went to universities conducting scientific research. The National Science Foundation, the National Institutes of Health, the National Aeronautics and Space Administration, and the Atomic Energy Commission are the principal sources of such grants. A Department of Defense program enables institutions to build facilities and write off the cost.

To help finance new classrooms, libraries, and laboratories, Congress last year passed a \$1.195 billion college aid program and, said President

**Can federal dollars
properly be called
federal "aid"?**



FEDERAL FUNDS continued



38%
of Federal research funds
go to these 10 institutions:

U. of California	U. of Illinois
Mass. Inst. of Technology	Stanford U.
Columbia U.	U. of Chicago
U. of Michigan	U. of Minnesota
Harvard U.	Cornell U.



59%
of Federal research funds
go to the above 10 + these 15:

U. of Wisconsin	Yale U.
U. of Pennsylvania	Princeton U.
New York U.	Iowa State U.
Ohio State U.	Cal. Inst. of Technology
U. of Washington	U. of Pittsburgh
Johns Hopkins U.	Northwestern U.
U. of Texas	Brown U.
	U. of Maryland

Johnson, thus was "on its way to doing more for education than any since the land-grant college bill was passed 100 years ago."

Support for medical education through loans to students and funds for construction was authorized by Congress last fall, when it passed a \$236 million program.

To strengthen the curriculum in various ways, federal agencies spent approximately \$9.2 million in fiscal 1962. Samples: A \$2 million National Science Foundation program to improve the content of science courses; a \$2 million Office of Education program to help colleges and universities develop, on a matching-fund basis, language and area-study centers; a \$2 million Public Health Service program to expand, create, and improve graduate work in public health.

Support for international programs involving U.S. colleges and universities came from several federal sources. Examples: Funds spent by the Peace Corps for training and research totaled more than \$7 million. The Agency for International Development employed some 70 institutions to administer its projects overseas, at a cost of about \$26 million. The State Department paid nearly \$6 million to support more than 2,500 foreign students on U.S. campuses, and an additional \$1.5 million to support more than 700 foreign professors.

BUT the greatest federal influence, on many U.S. campuses, comes through the government's expenditures for research.

As one would expect, most of such expenditures are made at universities, rather than at colleges (which, with some exceptions, conduct little research).

In the 1963 Godkin Lectures at Harvard, the University of California's President Clark Kerr called the federal government's support of research, starting in World War II, one of the "two great impacts [which], beyond all other forces, have molded the modern American university system and made it distinctive." (The other great impact: the land-grant college movement.)

At the institutions where they are concentrated, federal research funds have had marked effects. A self-study by Harvard, for example, revealed that *90 per cent* of the research expenditures in the university's physics department were paid for by the federal government; *67 per cent* in the chemistry department; and *95 per cent* in the division of engineering and applied physics.

IS THIS government-dollar dominance in many universities' research budgets a healthy development?

After analyzing the role of the federal government on their campuses, a group of universities reporting to the Carnegie Foundation for the Advancement of Teaching agreed that "the effects [of government expenditures for campus-based research projects] have, on balance, been salutary."

Said the report of one institution:

"The opportunity to make expenditures of this size has permitted a

research effort far superior to anything that could have been done without recourse to government sponsors. . . .

"Any university that declined to participate in the growth of sponsored research would have had to pay a high price in terms of the quality of its faculty in the science and engineering areas. . . ."

However, the university-government relationship is not without its irritations.

One of the most irksome, say many institutions, is the government's failure to reimburse them fully for the "indirect costs" they incur in connection with federally sponsored research—costs of administration, of libraries, of operating and maintaining their physical plant. If the government fails to cover such costs, the universities must—often by drawing upon funds that might otherwise be spent in strengthening areas that are not favored with large amounts of federal support, *e.g.*, the humanities.

Some see another problem: faculty members may be attracted to certain research areas simply because federal money is plentiful there. "This . . . may tend to channel their efforts away from other important research and . . . from their teaching and public-service responsibilities," one university study said.

The government's emphasis upon science, health, and engineering, some persons believe, is another drawback to the federal research expenditures. "Between departments, a form of imbalance may result," said a recent critique. "The science departments and their research may grow and prosper. The departments of the humanities and social sciences may continue, at best, to maintain their *status quo*."

"There needs to be a National Science Foundation for the humanities," says the chief academic officer of a Southern university which gets approximately 20 per cent of its annual budget from federal grants.

"Certainly government research programs create imbalances within departments and between departments," said the spokesman for a leading Catholic institution, "but so do many other influences at work within a university. . . . Imbalances must be lived with and made the most of, if a level of uniform mediocrity is not to prevail."

THE CONCENTRATION of federal funds in a few institutions—usually the institutions which already are financially and educationally strong—makes sense from the standpoint of the *quid pro quo* philosophy that motivates the expenditure of most government funds. The strong research-oriented universities, obviously, can deliver the commodity the government wants.

But, consequently, as a recent Carnegie report noted, "federal support is, for many colleges and universities, not yet a decisive or even a highly influential fact of academic life."

Why, some persons ask, should not the government conduct equally well-financed programs in order to improve those colleges and universities which are *not* strong—and thus raise the quality of U.S. higher education as a whole?



90%
of Federal research funds
go to the 25 opposite + these 75:

Pennsylvania State U.	Wayne State U.
Duke U.	Baylor U.
U. of Southern Cal.	U. of Denver
Indiana U.	U. of Missouri
U. of Rochester	U. of Georgia
Washington U.	U. of Arkansas
U. of Colorado	U. of Nebraska
Purdue U.	Tufts U.
George Washington U.	U. of Alabama
Western Reserve U.	New Mexico State U.
Florida State U.	Washington State U.
Yeshiva U.	Boston U.
U. of Florida	U. of Buffalo
U. of Oregon	U. of Kentucky
U. of Utah	U. of Cincinnati
Tulane U.	Stevens Inst. of Technology
U. of N. Carolina	Oklahoma State U.
Michigan State U.	Georgetown U.
Polytechnic Inst. of Brooklyn	Medical Col. of Virginia
U. of Miami	Mississippi State U.
U. of Tennessee	Colorado State U.
U. of Iowa	Auburn U.
Texas A. & M. Col.	Dartmouth Col.
Rensselaer Polytechnic Inst.	Emory U.
U. of Kansas	U. of Vermont
U. of Arizona	Brandeis U.
Vanderbilt U.	Marquette U.
Syracuse U.	Jefferson Medical Col.
Oregon State U.	Va. Polytechnic Inst.
Ga. Inst. of Technology	U. of Louisville
U. of Virginia	Kansas State U.
Rutgers U.	St. Louis U.
Louisiana State U.	West Virginia U.
Carnegie Inst. of Technology	U. of Hawaii
U. of Oklahoma	U. of Mississippi
N. Carolina State U.	Notre Dame U.
Illinois Inst. of Technology	U. of New Mexico
	Temple U.

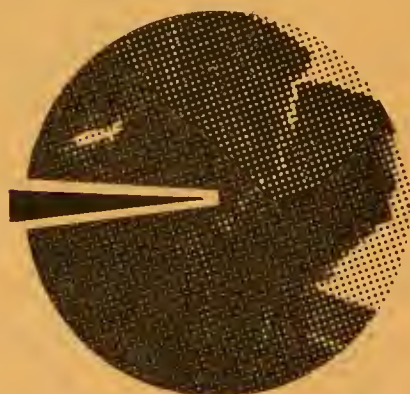
CONTINUED

This question is certain to be warmly debated in years to come. Coupled with philosophical support or opposition will be this pressing practical question: can private money, together with state and local government funds, solve higher education's financial problems, without resort to Washington? Next fall, when the great, long-predicted "tidal wave" of students at last reaches the nation's campuses, the time of testing will begin.

6.4 per cent from Gifts and Grants



PRIVATE INSTITUTIONS:
11.6% of their income
comes from gifts and grants.



PUBLIC INSTITUTIONS:
2.3% of their income
comes from gifts and grants.

AS A SOURCE of income for U.S. higher education, private gifts and grants are a comparatively small slice on the pie charts: 11.6% for the private colleges and universities, only 2.3% for public.

But, to both types of institution, private gifts and grants have an importance far greater than these percentages suggest.

"For us," says a representative of a public university in the Midwest, "private funds mean the difference between the adequate and the excellent. The university needs private funds to serve purposes for which state funds cannot be used: scholarships, fellowships, student loans, the purchase of rare books and art objects, research seed grants, experimental programs."

"Because the state provides basic needs," says another public-university man, "every gift dollar can be used to provide for a margin of excellence."

Says the spokesman for a private liberal arts college: "We must seek gifts and grants as we have never sought them before. They are our one hope of keeping educational quality up, tuition rates down, and the student body democratic. I'll even go so far as to say they are our main hope of keeping the college, as we know it, alive."

FROM 1954-55 through 1960-61, the independent Council for Financial Aid to Education has made a biennial survey of the country's colleges and universities, to learn how much private aid they received. In four surveys, the institutions answering the council's questionnaires reported they had received more than \$2.4 billion in voluntary gifts.

Major private universities received \$1,046 million.

Private coeducational colleges received \$628 million.

State universities received nearly \$320 million.

Professional schools received \$171 million.

Private women's colleges received \$126 million.

Private men's colleges received \$117 million.

Junior colleges received \$31 million.

Municipal universities received nearly \$16 million.

Over the years covered by the CFAE's surveys, these increases took place:

- Gifts to the private universities went up 95.6%.
- Gifts to private coed colleges went up 82%.
- Gifts to state universities went up 184%.
- Gifts to professional schools went up 134%.

Where did the money come from? Gifts and grants reported to the council came from these sources:

- General welfare foundations gave \$653 million.
- Non-alumni donors gave \$539.7 million.
- Alumni and alumnae gave \$496 million.
- Business corporations gave \$345.8 million.
- Religious denominations gave \$216 million.
- Non-alumni, non-church groups gave \$139 million.
- Other sources gave \$66.6 million.

All seven sources increased their contributions over the period.

BUT THE RECORDS of past years are only preludes to the voluntary giving of the future, experts feel.

Dr. John A. Pollard, who conducts the surveys of the Council for Financial Aid to Education, estimates conservatively that higher education will require \$9 billion per year by 1969-70, for educational and general expenditures, endowment, and plant expansion. This would be .3 per cent of an expected \$700 billion Gross National Product.

Two billion dollars, Dr. Pollard believes, must come in the form of private gifts and grants. Highlights of his projections:

Business corporations will increase their contributions to higher education at a rate of 16.25 per cent a year. Their 1969-70 total: \$508 million.

Foundations will increase their contributions at a rate of 14.5 per cent a year. Their 1969-70 total: \$520.7 million.

Alumni will increase their contributions at a rate of 14.5 per cent a year. Their 1969-70 total: \$591 million.

Non-alumni individuals will increase their contributions at a rate of 2.6 per cent a year. Their 1969-70 total: \$524.6 million.

Religious denominations will increase their contributions at a rate of 2.7 per cent. Their 1969-70 total: \$215.6 million.

Non-alumni, non-church groups and other sources will increase their contributions at rates of 4 per cent and 1 per cent, respectively. Their 1969-70 total: \$62 million.

"I think we must seriously question whether these estimates are realistic," said a business man, in response to Dr. Pollard's estimate of 1969-70 gifts by corporations. "Corporate funds are not a bottomless pit; the support the corporations give to education is, after all, one of the costs of doing business. . . . It may become more difficult to provide or such support, along with other foreseeable increased costs, in setting product prices. We cannot assume that all this money is going to be available simply because we want it to be. The more fruit you shake from the tree, the more difficult it becomes to find still more."



**Coming: a need
for \$9 billion
a year. Impossible?**

CONTINUED

But others are more optimistic. Says the CFAE:

"Fifteen years ago nobody could safely have predicted the level of voluntary support of higher education in 1962. Its climb has been spectacular. . . .

"So, on the record, it probably *is* safe to say that the potential of voluntary support of U.S. higher education has only been scratched. The people have developed a quenchless thirst for higher learning and, equally, the means and the will to support its institutions adequately."

ALUMNI AND ALUMNAE will have a critical role to play in determining whether the projections turn out to have been sound or unrealistic.

Of basic importance, of course, are their own gifts to their alma maters. The American Alumni Council, in its most recent year's compilation, reported that alumni support, as measured from the reports of 927 colleges and universities, had totaled \$196.7 million—a new record.

Lest this figure cause alumni and alumnae to engage in unrestrained self-congratulations, however, let them consider these words from one of the country's veteran (and most outspoken) alumni secretaries:

"Of shocking concern is the lack of interest of most of the alumni. . . . The country over, only about one-fifth on the average pay dues to their alumni associations; only one-fourth on the average contribute to their alumni funds. There are, of course, heartwarming instances where participation reaches 70 and 80 per cent, but they are rare. . . ."

Commenting on these remarks, a fund-raising consultant wrote:

"The fact that about three-fourths of college and university alumni do not contribute anything at all to their alma maters seems to be a strong indication that they lack sufficient feeling of responsibility to support these institutions. There was a day when it could be argued that this support was not forthcoming because the common man simply did not have funds to contribute to universities. While this argument is undoubtedly used today, it carries a rather hollow ring in a nation owning nearly two cars for every family and so many pleasure boats that there is hardly space left for them on available water."

Alumni support has an importance even beyond the dollars that it yields to higher education. More than 220 business corporations will match their employees' contributions. And alumni support—particularly the percentage of alumni who make gifts—is frequently used by other prospective donors as a guide to how much *they* should give.

Most important, alumni and alumnae wear many hats. They are individual citizens, corporate leaders, voters, taxpayers, legislators, union members, church leaders. In every role, they have an effect on college and university destinies. Hence it is alumni and alumnae, more than any other group, who will determine whether the financial health of U.S. higher education will be good or bad in years to come.

What will the verdict be? No reader can escape the responsibility of rendering it.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council. (The editors, of course, speak for themselves and not for their institutions.) Copyright © 1964 by Editorial Projects for Education, Inc. All rights reserved; no part may be reproduced without express permission of the editors. Printed in U.S.A.

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Executive Editor

Acknowledgments: The editors acknowledge with thanks the help of Sally Adams, *Washington State University*; Harriet Coble, *The University of Nebraska*; James Gunn, *The University of Kansas*; Jack McGuire, *The University of Texas*; Joe Sherman, *Clemson College*; Howard Snethen, *Duke University*; Jack Taylor, *The University of Missouri*. Photographs by Peter Dechert Associates: Walter Holl, Leif Skoogfors, Peter Dechert.

3 DOLLARS (In Percent)

INCOME

EXPENSE

Student fees 65.8%

Gifts and grants 8.1%

Endowment, organized activities,
and other administrative income 5.0%

Residence halls, dining halls,
campus store & college union 20.5%

Student aid 0.6%

5.1% General administration

8.7% Student services and
general institutional expense

30.0% Instruction

2.6% Libraries

7.4% Operation and maintenance of plant

3.0% Organized activities

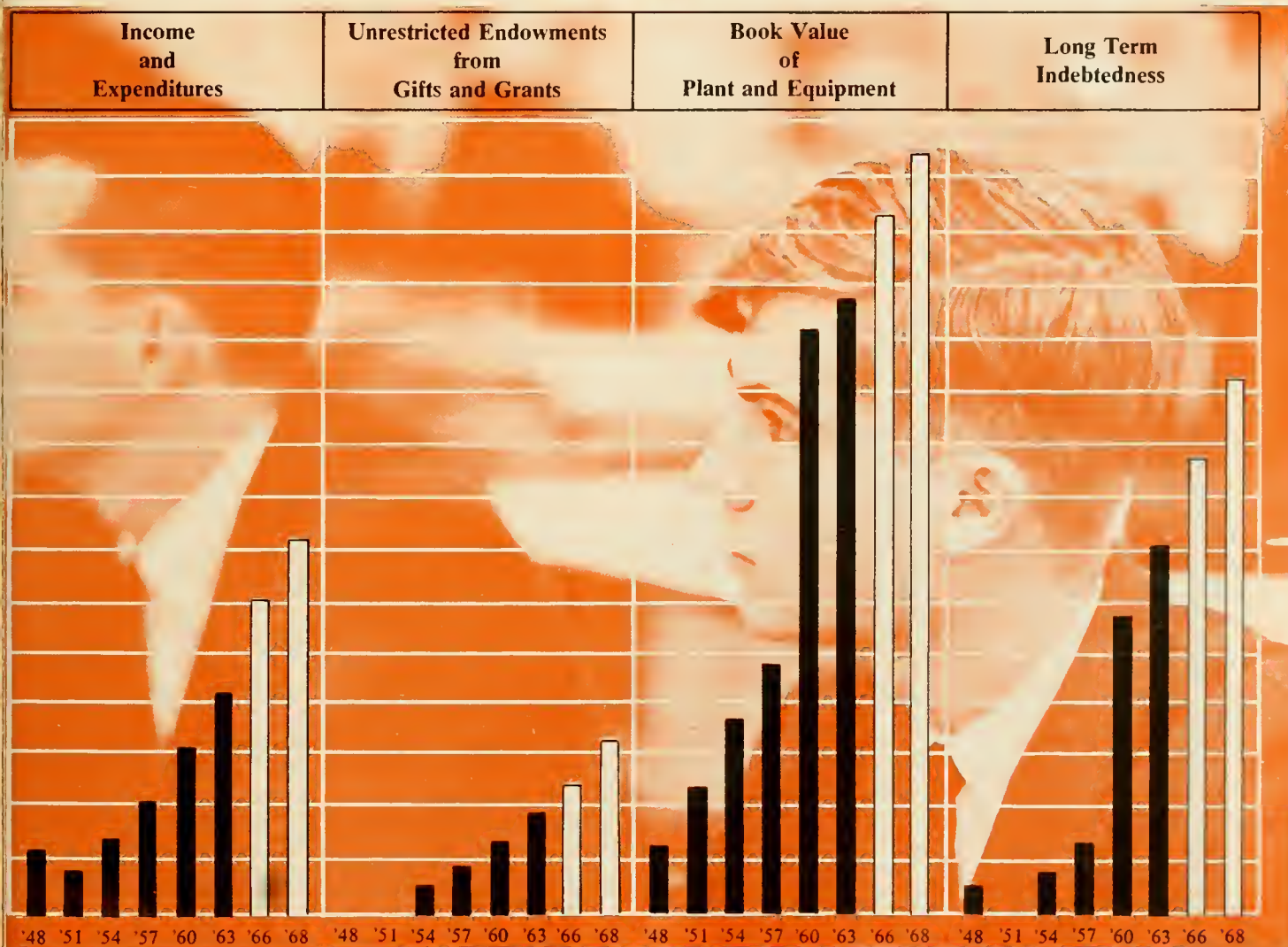
20.3% Residence halls, dining halls
campus store and college union

5.7% Student aid

5.0% Appropriated to endowment and
student loan funds

7.4% Long term debt service

4.8% Building, improvements and
equipment



PHOTO—PETER DECHERT

GIFTS AND GRANTS/1953-1963

From the Christian Brothers	\$1,174,928.00
From Alumni and Others	1,758,904.00
Total	<u>\$2,933,832.00*</u>

ENDOWMENT FUNDS FROM GIFTS AND GRANTS

From the Ford Foundation	\$ 464,500.00
From the Estate of Francis Drexel	387,414.00
From Alumni and Others	906,990.00
Appreciation from earnings	307,457.00
	<u>2,066,361.00</u>
Less: Used for Physical Plant	365,170.00
Endowment Funds at June 30, 1963	<u>\$1,701,191.00</u>

USE OF GIFTS AND GRANTS

For Student Aid	\$1,540,098.00
For Endowment Funds	1,028,564.00
For Physical Plant	365,170.00
Total	<u>\$2,933,832.00</u>

* The amount of gifts and grants shown does not include specific grants from Government Agencies, Foundations, or Corporations, for research and advanced studies which amounted to about \$50,000.00 during the past few years. So that you may reconcile the figures quoted, the following additional information is given:

Student aid from gifts and grants	\$1,540,098.00
Student aid from other sources	181,689.00
Total Student aid	<u>\$1,721,787.00</u>

While student fees are the major source of income to the College, unrestricted gifts and grants are the life lines to academic excellence and financial stability. More than ever, La Salle needs the assistance of its alumni, friends, foundations, and business acquaintances. This is especially applicable to those who perhaps profit most from La Salle's phenomenal growth in size and prestige. As a member of the Class of '39 so aptly expressed it, "My diploma seems to grow and grow."

There is a true mutuality of interest existing between the College and its graduates. Alumni achievement reflects credit upon the College. Whatever enhances the prestige of the College adds value to its degree. However, there is one assist that is not completely mutual in character. During the past ten years, the College contributed \$1,721,787.00 to its students in the form of student aid. A return of 6% simple interest on this investment alone could result in an annual giving of \$103,000.

Most of this student aid was made possible through the Christian Brothers' annual gifts to the College. What is this gift that is usually called "Net Value of Contributed Services?" It is the gross salaries due to the Brothers, in the same scale as for the layman for rank and duties (1962-63, \$278,021) less the personal expenses and maintenance of the Brothers (1962-63, \$122,201). There are those who think of this value as merely paper figures. Be assured that it is real value. If the Brothers did not return this value to the College, funds for student aid would not exist.

The contributed services of the Brothers have resulted in annual gifts amounting to a total income for the College of \$1,174,928 over the past ten years. However,

if the number of Brothers who may be added to the faculty cannot be expected to keep proportionately abreast of the increase in lay faculty, the Brothers' annual gift will become proportionately smaller in relation to the College's steadily rising financial requirements. The implications of this trend becomes more obvious when it is noted that the Brothers' contribution of \$83,214 in 1952-53 amounted to 7.3 percent of that year's total income, while their contribution of \$157,900 for the year 1962-63 was only 3.6 percent. In the same years, student aid amounted to \$104,310 and \$251,525, respectively.

Since the establishment of the College Development and Fund Raising Office, gifts and grants from other sources have increased substantially. During the first three years of the past decade, gifts and grants from alumni, and other benefactors averaged \$26,000 per year. Between 1957 and 1963, gifts and grants from the same sources have amounted to an average of \$118,000 per year. In 1963, the total gifts and grants amounted to \$206,016.

To move forward and maintain an academic distinction of excellence and to be numbered among the select colleges and universities of the nation, La Salle must continue to improve the quality of its faculty and staff; make every effort to reduce the ratio of student fees to total income; increase assistance to worthy students, and provide the physical facilities required of such distinction. These facilities include additional dormitories, a classroom building encompassing the equipment needs of future teaching methods, a student chapel, and a complete physical recreation building. It is expected that the physical requirements alone will cost in the neighborhood of \$7,000,000. All of this cannot be accomplished without the assistance of alumni and friends of the College. ■ ■

Around Campus

Project '74: books and reading are still the basis

IF LA SALLE College is to continue to contribute its proper share to American higher education and to its community, its library resources and services must keep pace with its academic development and increased enrollment."

Brother Edmund Joseph, F.S.C., a soft-spoken Christian Brother who has been La Salle's head librarian for 18 years, thus stresses the need for Project '74, a program to double the library's volumes within six years.

The Project, which gets its name from a library expansion effort that doubled the volumes back in 1874, is essentially a three-year 'crash' program whereby an *extra* 10,000 volumes will be added annually, in addition to a normal annual yearly increment of 5,000. At this hectic pace, the collection will swell from 65,000 volumes (last fall) to some 110,000 in 1966 and, through its normal growth thereafter, reach 130,000 by 1970.

It is a special program, separate from the library's customary operation, with its own budget (not much less than the regular annual cost), and staff. Charles Fulforth, '52, who was a librarian at St. Mary's College (Minn.), is the director, Dr. Petro Mirchuk, formerly at Ursinus, is assistant director, and they have two secretarial assistants.

"Books and reading," Brother Joseph asserts, "are still the basis of the educational process. This is particularly true



Around Campus— continued

at a college like La Salle, which has a long-standing tradition of a liberal, humanistic approach to higher learning.

"It may be said, in general," he added, "that the best liberal arts colleges have been long-established and have developed excellent libraries. Their collections have been highly selected and built-up over a number of years. They now have libraries that are well equipped to supply the intellectual needs of students and faculty, and to play an important part in the teaching program.

"Since the student 'population explosion' of the forties," he continued, "La Salle's library has been unable to match the demands of a developing curriculum and an expanded student body. The new (1952) library has made possible great improvements, but the collections have not developed proportionately to the needs. The present collection of about 80,000 volumes shows an encouraging growth over the last decade, but it is still small when contrasted to current library practices."

The "practices" to which Brother Joseph refers are the handsome collections possessed by some of his neighbors:

Bryn Mawr 298,000; Swarthmore 245,000; Villanova 150,000. Other collections at schools of similar size and character are: St. Mary's (Calif.) 70,000; St. Joseph's 57,000 and Manhattan 110,000. The really large collections are usually found at the huge universities with graduate schools, but Dartmouth, admittedly a heavily endowed exception but nevertheless a liberal arts college, boasts a mammoth 866,000 volumes. A recent U.S. Office of Education study calls 114,000 volumes a median collection for private colleges in La Salle's enrollment range.

The Project was undertaken in two stages, the first—now nearing completion—is a study by the college's various departments to determine which books are most needed, and a second stage to acquire the volumes during the three-year period. The areas receiving first attention are American and English literature; Art; Economics; Industrial Relations, and Mathematics.

But the major concern of most departments and, according to Brother Joseph, the library's "greatest weakness," lies in back issues of periodicals and

scholarly journals. The latter are expensive (and often difficult to obtain at any price), but the collection is growing rapidly. Microfilmed back issues of the *New York Times*, unavailable only five years ago, are being added in batches of several years' copies under the accelerated program.

Skyrocketing costs for books, especially text and research works, make a 'crash' program perhaps the most economical way to build a collection. An Economics text priced at \$4.03 in 1947, now costs \$8.70, and general literature works have also doubled, from \$2.63 to \$5.31. But the Project will get financial help this fall, when the Development Department starts an annual giving campaign on the student and alumni levels. A contributor's name will be placed in the book that his donation has placed on the shelves.

Brother Joseph is not the least discouraged by the prospect, but Project '74 is a rarity among development campaigns—a 'crash' program toward a new hurdle. The Project will hurry the day—some time around 1972—when the library will reach its capacity of 140,000 volumes. But that's another project. ■

Campus Calendar

A conscientious compendium of events of significance to alumni, students, parents, and friends of La Salle.

(Unless otherwise stated, events are held in the College Union Building. Exhibits open 9 A.M. - 9 P.M. Mon.-Thurs.; 9-5 Fri., 12-4 Sat. and Sun.)

ALUMNI

DOWNTOWN LUNCHEON CLUB—Mayor James H. J. Tate will be the speaker when the downtown executives meet for the May luncheon; Adelphia Hotel, May 20.

REUNIONS—Gradu-Eights, alumni oarsmen, a Dad Vail Party at Fairmount Boat Club; May 9. The Class of '59 will hold its fifth anniversary assemblage at 9 P.M., May 16; The Class of '54 will celebrate ten years of non-togetherness at 7 P.M., May 23.

GRADUATE WELCOME DANCE—Old grads and bright eyed seniors will gather for tales about the good old days and how much tougher profs are today; Cedarbrook Hill Country Club, 9 P.M., May 22.

ART

LEO MEISSNER—Wood engravings of landscapes, seascapes and figures; May 1-30.

NATIONAL SCULPTURE SOCIETY—Photographs of sculpture in various media by members of the Society; May 1-30.

RALPH FABRI—A collection of etchings and lithographs entitled "Facts, Faith and Fantasy"; June 1-30.

MARGARET BOURKE-WHITE—Photographs of contemporary life in the Soviet Union, taken by the Pulitzer Prize photographer; June 1-15.

NATIONAL SCULPTURE SOCIETY—Photographs of distinguished examples of ecclesiastical sculpture; July 1-31.

CONCERTS

LA SALLE BRASS ENSEMBLE—A concert by outstanding undergraduate musicians in the Student Concert Series; 12:30 P.M., May 1.

THE HIGHWAYMEN—A concert and dance for folksong enthusiasts; 7:30 and 9:30 P.M., May 8. \$1.50 and \$2.

THEATRE

THE MASQUE—La Salle's irrepressible undergraduate thespians offer Jean and Walter Kerr's **GOLDILOCKS** as their 1964 spring musical; 8:30 P.M., May 1-10. \$1.50 Mon.-Thurs., \$2 Fri., Sat., Sun.

MUSIC THEATRE '64—Dan Rodden's professional repertory company will romp through three top tuneshows: **SOUTH PACIFIC**, July 3-26; **MUSIC IN THE AIR**, July 31-Aug. 23, and **BABES IN ARMS**, Aug. 27-Sept. 6. Seats in the air conditioned Union theatre are \$3, but special rates apply for subscribers and theatre parties, and the kiddies can enjoy 'live' theatre for \$1 at the Sun. and 6 P.M. Sat. shows. 8:30 P.M., Tues.-Fri., 6 and 9:30 Sat., 7 P.M. Sun.

GENERAL

OPEN HOUSE—Old grads will marvel at what wonders decades hath wrought and newcomers can see first-hand what the "education explosion"

is all about; campus tours, exhibits, and entertainment; 1-5 P.M., May 3.

FOUNDERS DAY—Faculty and student body assemble in academic convocation for the annual homage to St. John Baptiste de La Salle, founder of the Brothers of the Christian Schools; 4 P.M., dinner at Four Chefs 7; May 15.

COMMENCEMENT—What promises to be the largest graduating class in La Salle's history will receive the cherished parchment at the College's 101st Commencement at Convention Hall; 4 P.M., June 9.

PARENTS

PRESIDENT'S RECEPTION—The Guild (Mothers) and Associates (Fathers) parents' groups hold their annual reception in tribute to their outgoing presidents; 7 P.M., May 17.

SPORTS

TRACK—Coach Wetzler-Uelses-Minehan and Co. will face arch rival St. Joseph's in a dual meet May 12, and host the Middle Atlantic Conference and Metropolitan Championships, May 8-9 and 23, respectively; in McCarthy Stadium.

BASEBALL—The strongest Explorer nine in years seeks to contain onslaughts by Ursinus, May 6, and Big Five rivals Penn, May 2; Temple, May 11; Villanova, May 14; and St. Joseph's, May 15; 3:30 P.M. weekdays, 2 P.M. Sat.

CREW—Joe Dougherty's oarsmen will cruise down the river vs. St. Joseph's and Drexel (May 2), then join in the annual Dad Vail Regatta oar-splashing May 9; on the Schuylkill.

ALUM-NEWS

By JAMES J. MC DONALD, '58

'24

JOSEPH B. QUINN, Esq., has been named to the Board of Directors of the Broad Street Trust Company, Philadelphia.

'36

Walter A. Zell
2034 Beyer Avenue
Philadelphia, Pa. 19115

JAMES BONDER, head football coach at West Chester State Teachers' College, was the principal speaker at the annual all sports banquet at Paulsboro (N.J.) High last month.

'39

GEORGE A. SOMERS former football great, who was inducted into our Alumni Hall of Athletes last Spring, died in January in St. Clair, Penna.

'40

JOSEPH A. GRADY, WPEN radio personality, received an award from the Philadelphia Association for Retarded Children, for his work in behalf of the Association. He was the master of ceremonies for the Hall of Athletes presentations at the Spring Reception. T. FRANCIS LOUGHNEY sought the Democratic nomination for Delaware County's seat in the U.S. House of Representatives.

'41

ROBERT E. MURRAY has been appointed vice president for Marketing in the Voicewriter Division of Thomas A. Edison Industries.

'43

WILLIAM J. MAGARITY was elected vice president and general manager of Auto Associates, Inc., Volkswagen distributor for Pa. and Del.

'46

Hon. DANIEL L. QUINLAN, Jr., has opened a private law practice in Norristown, Penna.



Brather F. Christopher, F.S.C., Director of Admissions, and John J. Lombard, Jr., '56 chairman of the newly-enlarged Alumni Admissions Committee, discuss means of attracting outstanding high school graduates to La Salle, at a recent meeting on the campus.

'48

NICHOLAS F. CATANIA has been named to the Delaware County, Pa. Republican Board of Supervisors. REV. FRANCIS A. EIGO was recently ordained a priest of the Augustinian Order and said his first Mass at the Cathedral of the Immaculate Conception in Camden, N. J. JAMES J. KEUL was appointed vice-president of United Sales Associates, Inc. in Southern Calif. FRANCIS J. NATHANS, assistant professor of Political Science at La Salle, has been awarded one of the college's annual Research Leaves for 1964-65, when he will work toward a Ph.D. at the University of Pennsylvania. JOSEPH UHL, JR., has been named national sales manager for Science Research Associates, International Business Machines.

'49

JAMES J. LEVIS has been named a senior executive of companies in the Kemper Insur-

ance Group in Chicago. RAYMOND B. REINL is seeking the Democratic nomination for the State legislature seat for Montgomery County's Third District. FRANCIS J. SALLEY received his master's degree in Education from St. Joseph's College.

'50

JOSEPH E. LUECKE was named manager of National Risks Underwriting, a department of the Kemper Companies in Chicago. GEORGE J. McDERMOTT is public relations chairman for the Philadelphia chapter of the American Institute of Industrial Engineers. He recently had an article published in "Systems and Procedures" magazine. ROBERT J. SORENSON, M.D. concluded his tour of duty with the Army Medical Corps and opened an office in Rio Grande, N. J. WALTER J. TOTH's wife, Joan, presented him with their eighth child, a boy, Timothy Paul.

continued

'51

Frank J. Mee
151 Harrison Avenue
Glenside, Pa.

The CLASS OF '51 had its annual meeting and Stag Night at ALBERT SCHOELLHAMMER'S Brewery Tavern. Officers elected for the coming year were: WILLIAM A. O'CALLAGHAN, president; WILLIAM C. SEIBERLICH, vice president; EDWARD P. WALSH, secretary, and JAMES T. SULLIVAN, treasurer. JAMES J. AUCHINLECK has been appointed manager of the commercial and residential department of Richard S. Byron Real Estate, Morrisville, Penna.

'52

JAMES V. COVELLO, general agent for the National Life Insurance Co. of Vermont, recently moved his offices to the Lewis Tower building. TONY IAPALUCCI is a candidate for the Burlington Co., N. J. Board of Freeholders. JAMES G. MCSHERRY is 1964 president of the Northeast Philadelphia Realty Board. JAMES D. MILNAMOW was named Eastern Sales Manager for Revlon Products. ROBERT H. VASOLI received his Ph.D. in Sociology from the University of Notre Dame.

JOSEPH A. LAPPIN recently opened his own office, Tower Real Estate, in Moorestown, N.J. WILLIAM E. MURPHY has been appointed director of medical communications for McNeil Laboratories, Inc. PHILIP J. O'MALLEY married Eleanor Jean Patterson in Holy Cross Church, Mt. Airy.

'54

Robert J. Schaefer
5929 Bingham Street
Philadelphia, Pa. 19120

The CLASS OF '54 will celebrate its 10th anniversary with a dinner-dance Saturday, May 23 in the College Union Ballroom on the campus. Cocktails will be served from 7 to 8 P.M., when dinner will begin. Dancing after dinner with a open bar. The cost is \$20 per couple. Contact chairman ROBERT J. SCHAEFER or the Alumni Office. JAMES L. COLLIER has been appointed an associate professor at Kutztown State College. EARLE J. WOOD and his new bride, Patricia Ann, make their home in Kansas City, where he is a sales engineer for Ekco Products.

'53

Wanted: Correspondents

A new method of gathering news for the ALUM-NEWS Section has been initiated with this issue.

The new system, which aims to eventually increase the extent of alumni news coverage in future issues, entails the cooperation of a Class Correspondent, whose name and address appear above your class notes. *Send your news items to him before his deadlines—the first of March, June, October and January.*

If no correspondent is listed for your class, and you feel that *you* can do the job of collecting and receiving news about your classmates, kindly call or write James J. McDonald, Alumni Director, La Salle College, Philadelphia, Penna. 19141. Victor 8-8300.

Francis X. Donohoe
7119 Cedar Park Avenue
Philadelphia, Pa. 19138

'55

GEORGE I. HAGGERTY has joined N. W. Ayer and Sons in the Advertising agency's plans and marketing department. LOUIS J. STIEF married Kathleen Janet Talbot.

'56

Joseph N. Malone
1578 Minnesota Road
Camden 4, N.J.

JOHN J. KELLY was named legal counsel for the state Public Welfare Dept. FRANCIS X. NOLAN recently passed his bar examination. ALBERT F. TERRY was appointed senior administrative assistant of the Bell Telephone Company's Philadelphia plant extension engineering staff.

'57

MICHAEL J. CAREY has been appointed assistant manager of Metropolitan Life Insurance Company's Germantown district office. HENRY DELUCA will play the Admiral in Music Theatre of Abington's spring production of "Fanny". ERNEST F. GASH coaches swimming at both William Tennent High



Mrs. Richard W. O'Brien christened the new shell given to La Salle's crew this spring by the Grads, alumni oarsmen. Observers are Mr. O'Brien (left), president of the group, Brother Daniel Bernian, F.S.C., president of the College, and crew coach Joe Dougherty.



V. D. JOHANSSON
Bank Officer

School, where he teaches History, and at Father Judge High. VICTOR D. JOHANSSON was elected assistant treasurer of the First Pennsylvania Banking and Trust Co. in February. JAMES E. ROSE has been promoted to Captain with the Army Finance Corps, Ft. Benning, Ga. His wife recently gave birth to their fifth child, William John.

'58

James J. McDonald
La Salle College
Philadelphia, Pa. 19141

LAWRENCE BORGER was recently promoted to Assistant Brand Manager in the advertising department of Procter and Gamble in Cincinnati. THOMAS M. CONROY was appointed assistant cashier at the Cheltenham National Bank. PETER L. FELEDICK received his master's degree in history from Marquette University. He is presently teaching at La Salle College High School. JAMES E. FRANZ was elected assistant treasurer at the First Pennsylvania Banking and Trust Co. JOHN F. GALLAGHER received a Danforth Foundation Teaching Grant for the 1964-65 academic year and a one year research leave from La Salle, to complete his Ph.D. work at the University of Pennsylvania. JAMES B. GARVIN is working on the marketing and research staff of Beaumont, Heller & Sperling, Inc. an advertising and public relations agency in Reading, Penna. His wife, Gloria, recently gave birth to a boy, Robert Stanley. JAMES F. HOWARD was appointed



J. B. GARVIN
Marketing Executive

deputy warden at the Kentucky State Reformatory, La Grange, Ky. WILLIAM F. MCGONIGAL and his wife Linda were flown to California, where he was honored in Los Angeles for his first-year achievements with Pacific Mutual Life Insurance Co. GEORGE T. MICKLESavage was promoted to plant accountant at the Barrett Division of Allied Chemical Corp. in Rockaway, N.J. JOHN C. ROTHWELL, is credit manager for the Lansdale Tube Division of the Philco Corp. His wife Connie, recently gave birth to a girl, Patricia Margaret. Captain JOSEPH E. SCANLIN took part in the 8th Army's Exercise Strong Shield in Korea. JOHN T. WILLIAMS received his M.D. from Howard University and will



Ambrase (Bud) Dudley, Philadelphia's most colorful sports promoter, recalls one of many anecdotes about his recent ice hockey tour of the U.S.S.R., at the April meeting of the Downtown Luncheon Club. Mayor Tate will be the speaker May 20.

intern at the Albert Einstein Medical Center in Philadelphia.

Marriages: DOMINIC DI VITO to Lena Rossi; KENNETH GLEN HAGER to Bonita Ann De Santo; BERNARD J. MCCORMICK to Margaret Mary Claudius; DOMINIC J. TRAVAGLINE, M.D. to Geraldine A. Schneider; JAMES J. WALSH to Susan E. Miller. *Births:* ROBERT E. BOYLE and his wife, Carol, a boy, Bryan; JOSEPH M. GINDHART and his wife, Barbara, a daughter, Barbara Anne.

Joseph L. Hanley
5830 North 16th Street
Philadelphia, Pa. 19141

'59

The 5th Anniversary of the CLASS OF '59 will be celebrated at a reunion in the College Union Ballroom on Saturday May 16 at 9 P. M. The \$7.50 per couple ticket will cover dancing, buffet and prizes. THOMAS J. BOYCE passed the bar examination. LAMAR DOTTER has been elected president of the Political Science Honor Society of Phi Sigma Alpha at the University of Maryland, where he is studying for his doctorate. FRANK F. FRITZ was elected an assistant treasurer at the First Pennsylvania Banking and Trust Company. ROBERT J. MYERS received his master's degree in English from the Univ. of Iowa.

FRANCIS J. TRZUSKOWSKI has joined the law firm of Connolly, Bove and Lodge in Wilmington, Delaware. JEROME A. ZALESKI recently passed his bar examination. *Marriages:* THOMAS J. LAVIN, JR. to Anne Marie Dougherty. GERALD P. O'NEILL to Frances Ann Peltier. ANGELO VENTRESCA to Edith Festa.

continued



Edward Caverdale, M.D., '34 (right) president of the Alumni Medical Society, was honored by the Sigma Phi Lambda alumni fraternity at a dinner April 15. Thomas J. Lynch, '62, SPL president, presented the plaque.

'60

Ralph W. Howard
La Salle College
Philadelphia, Pa. 19141

ANTHONY J. CUTRONA has passed his C.P.A. examination. THOMAS J. POWELL has been appointed a sales supervisor with the Insurance Company of North America. ROBERT W. SUTER is studying law at Villanova U. *Marriage*: THOMAS J. CORRIGAN to Gloria Fay Cox.

Robert S. Lyons, Jr.
La Salle College
Philadelphia, Pa. 19141

CLIFFORD M. GILLESPIE recently completed a field artillery officer course at Ft. Sill, Okla. ROBERT E. HONE was commissioned a second lieutenant in the Air Force at Lackland AFB. He has been reassigned to Connolly AFB, Tex., for training as a navigator. First Lt. ROBERT A. SAGEDY completed an officer training course at the Ft. McClellan (Ala.) Chemical Center.

'61

'62

Thomas A. Cottone
943 East Chelton Avenue
Philadelphia, Pa. 19138

Second Lt. NORMAN V. BAIER was awarded his wings as a Air Force pilot at Reese AFB, Tex. He has been reassigned to Stewart AFB, N.Y., to fly C-121 aircraft. JOHN D. BALL. THOMAS J. JURASINSKI is a candidate for the State legislature in Berks County's 5th district on the Republican ticket. THOMAS J. KIRSCH was commissioned a Second Lt. in the Air Force at Lackland AFB, Tex., and has been reassigned to Connolly, AFB, Tex. for training as a navigator. Second Lt. THOMAS J. RADWELL took part in Exercise "Snow Storm" with the 1st Cavalry Div. in Korea. Lt. HARRY T. STONELAKE was promoted to Division Officer on the new U.S.S. Sacramento. JOSEPH J. WALDNER has been appointed manager of First Pennsylvania Bank and Trust Co.'s Llanerch office. ROBERT

WATSON has been selected for the U. S. Olympic soccer team. He will leave for a European tour in June. *Marriages*: ANTHONY P. BARATTA to Dolores Marie Altomari. MARTIN SMIT to May Jane Lahr. *Births*: THOMAS G. O'BRIEN and wife Margie, a son, Thomas Matthew.

'63

JOHN J. BYRNE, RAYMOND DE MASI, WILLIAM P. LOGAN, JOHN J. MAGUIRE, ROBERT T. PINIZZOTTO and RICHARD W. SERFASS were commissioned Air Force second lieutenants at Lackland AFB, Texas. *Marriages*: HARRY W. FELDMAN to Judith Emilie Hottinger; J. KEVIN KENNEDY to Patricia Linda Costello; MARTIN J. LOWTHER to Maureen Anne Chalfont, and LEONARD P. ZIPPLI to Maria Charlene Clements.

Lombard, McGonigle Vie for Alumni Presidency

The Alumni Association Board of Directors at its March meeting endorsed the following candidates for office for the coming year:

For President: JOHN J. LOMBARD, JR., '56 and DANIEL E. MCGONIGLE, '57.

For Vice-President: MAGNUS J. SCHAEBLER, '22, FRANCIS X. DONOHUE, '55 and JOHN P. LAVIN, '62.

For Treasurer: GILBERT J. GUIM, '59 and CHARLES-A. AGNEW, JR. '61.

Lombard is an attorney with the firm of Obermayer, Rebmann, Maxwell and Hippel. He has served on and chaired past Signum Fidei and Communion Dinner committees and is presently



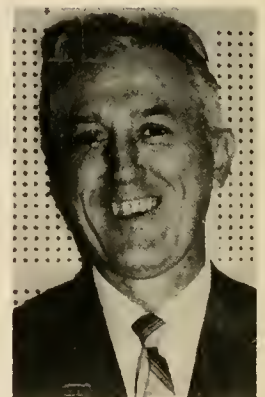
J. J.
LOMBARD

the chairman of the Alumni Admissions Committee. As the first chairman of this newly established committee he has had to organize it and establish procedures for its future operation. He plans to marry in May.

McGonigle is a research analyst for the Navy and has served on the Board of Directors faithfully since his graduation. He is a past vice president of the Alumni Association and has served on Communion dinner, Signum Fidei, Hall of Athletes, Stag Reunion and Homecoming committees. He has been chairman of many of these committees and is currently chairman of the 1964 Hall of Athletes committee. He and his wife, Elsie, have three daughters.

Vice-presidential candidate Schaebler has been a member of the Alumni Board of Directors since 1952 and has served on Blue-Gold Day, Signum Fidei and Spring Reception committees. He was chairman of 1963 Signum Fidei Committee. Donohue has been a Board member since 1960, and has served on the Signum Fidei, Communion Breakfast, and Hall of Athletes committees. He was chairman of the Signum Fidei committee in 1962 and chairman of the La Salle-St. Joseph's Basketball Trophy Committee. He is currently a member of the Admissions and Spring Reception committees.

Lavin has worked on the Spring Reception, Graduate Welcome Dance and Signum Fidei committees since joining the Board in 1962. He is chairman of this year's Spring Reception.



D. D.
MCGONIGLE

Guim and Agnew both became Board members in 1961. Guim has served on the Stag Reunion and Graduate Welcome Dance Committees and was chairman of the latter for two years. He also chaired the "Victory Party" committee this year. Agnew has been active in the work of the Stag Reunion and Spring Reception committees. He was chairman of the Stag last Fall and was chairman of the Reception the previous Spring.

La Salle Vignettes



Mike Donovan/ *away from the "rat race"*

IF YOU'RE among those who accept the bit of Americana which labels life in the Madison Avenue advertising crowd "the rat race," take it from Michael J. Donovan, '48,—it just isn't so. And his opinion bears some attention, since he makes the daily commuter's trek into the Big City, where he is Media Manager for Batten, Barton, Durstine and Osborne. The world's fourth largest 'ad' agency, BBDO boasts such modest accounts as Dupont, Dodge, Campbell Soups, Pepsi-Cola, all of which gets so complicated (and expensive) that computers are used to figure out what type of 'ad' a client should buy and just where is the best spot to place it. Donovan concedes that advertisers must "scream to get a message across," but if you're looking for a "rat race" it just doesn't exist at big agencies, like BBDO, where 2,300 employees scurry about some 15 floors of a giant building. "It's not as much of a rat race as driving a cab in New York," he said, hurrying to make the New Haven to nearby Larchmont, where he, his wife Patricia, and their daughter, Michelle, make their home.

continued

Ercole Oristaglio/ *a busy man*

ERCOLE ORISTAGLIO, '60, never was a man to sit back and let the other fellow do the job for him, which would have been easy to do and quite understandable. He not only earned a bachelor of science degree in Industrial Management (a herculean feat when you consider he has been blind since birth), but is raising a family (he and his wife, Claire, welcomed their first child, Regina Marie, last Christmas Eve), running a small business, and for 18 years he has been a driving force behind the Philadelphia Association for the Blind. He was president of the 1964 Educational Week for the Blind, which for the first time was extended to the national level this year, to inform the public—especially business and industry—of the abilities of the blind. And if you don't call that a busy schedule, consider that he is the full time Director of Volunteer Services at the Pennsylvania Working Home for the Blind, and an ardent bowling and golf enthusiast.



Joe Early/ *to be or not to be*

"TO BE OR NOT TO BE" is the Thespian question, and it is often a personal one in the life of an actor. Joseph P. Early faced the dilemma soon after he earned a B.A. in English in 1951. His 'break' in show business came, after much pounding of many pavements, when he was called to be a straight man for the late Ernie Kovacs' TV show. A graduate of La Salle High School, he has recently attracted wide attention for his work in Venice Film Festival winner *David and Lisa* and a CBS-TV special, "Man's Day in Court," in which he appeared as Andrew Hamilton with a cast headed by Raymond Burr. His latest venture is the establishment of a 20-week drama workshop at the Philadelphia Drama Guild, where he has starred in productions of O'Casey's *Juno and the Paycock* and Moliere's *Tartuffe*.



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